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ABSTRACT

This workbook is designed to teach American Indian adults how to write grammatically correct sentences by using mathematical-type formulae for writing and by recognizing the strong visual learning style exhibited by American Indians. It is particularly designed for Cherokee adult basic education students, incorporating their experiences, culture, and language into the learning tasks. It offers informational material accompanied by exercises for the following 10 units: the simple sentence, nouns, verbs, direct objects, prepositions, adjectives, adverbs, review, conjunctions, and review. (YLB)

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The Write Way

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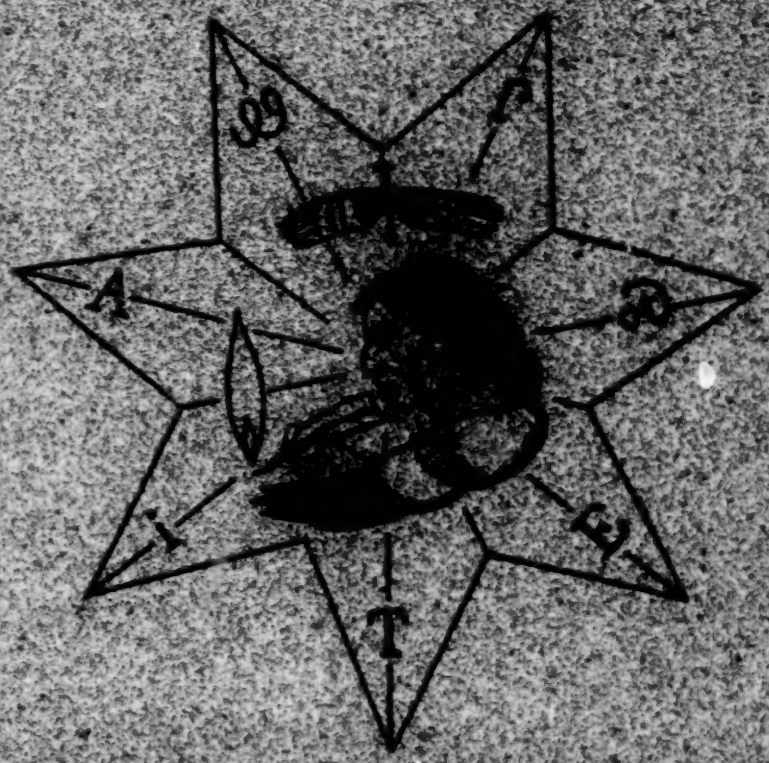
Book I

The Simple Sentence

Writing and Grammar Materials for Adult Learners



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Cover Design

"The Learners"

The drawing on the front cover by Cherokee elder and artist, Charles Vann, is entitled "The Learners." Inside the Cherokee seven pointed star (for the seven clans), the male figure is the Learner who is illuminated by the flame on the left which represents the light of learning.

The wing appended to the Learner is the ancient Medicine Wing used by Cherokees as a Spirit helper to strengthen everything they did. It symbolizes determination.

The two wings above the figure depict the height of learning or knowledge and symbolize the heights to which those who are truly determined to learn can reach. The Cherokee syllabary letters within the seven points of the star say, "The Written Way," or in English -- "literacy."

Another Cherokee elder, one from our past, also talked about the importance of literacy. Called a genius by present day writers and scholars studying this man who never went to school, but created a written language, Sequoyah provided the means for all Cherokees to be literate in their own language.

The Cherokee Syllabary which he devised resulted in a tribal newspaper and an education system far ahead of that available to nonIndians in the West. George Guess, better known as Sequoyah, is one of many in a long line of Cherokees who have demonstrated the strength and determination of Cherokee people.

ᏗᎪᏢᏲᏍᎩ ᏂᏲᏍᎥᎾ. ᏗᎪᏫᏢ ᏗEGᎪᏢᏰᏗ ᏂSᎾᎥᎾ ᏱR TGᏍᏗ ᎤᏢᏍᏚᏁ ᎪᎢᏍᏗ EGᎤᏁᏗ ᏱRT. ᏗSᎪᏫᎶᏩ ᏂᏱRᎾ ᎽᏯ SᎤᏂᏓ. BᎾ DᎾᏓᎤᏣCVᏨ DᏢᎤᏗᏍᎪᏫ.

"For the illiterate, the lack of a written language blocks the road to progress. Without a written language, the thoughts of men tend to die."

Sequoyah

II

INTRODUCTION: This workbook has been prepared for all of those adult learners who have English as a second language, who are afraid of struggling once more with a hundred rules to write one correct sentence. It is a workbook for students who need to feel some control over the writing process with clearly understood tasks which can be completed without errors and with a feeling of success. "The Write Way" is for American Indian students who learn best with visual leads, whimsy and humor. It is particularly crafted for our Cherokee students who will find within its pages their own experiences, culture and language woven into tasks which we hope will feel comfortable and familiar.

METHODOLOGY: The teaching of writing has swung wildly from rigidly assigned topics which return full of red correction marks to a portfolio type assessment in which improvements over a long period of time are judged. Neither meets the needs of speakers of nonstandard English who require much repetition in correct patterns of grammar and a high success level. Going over and over definitions and rules for subject/verb agreement, verb tense and demonstrative adjectives rarely changes the speaking or writing patterns of a student who has grown up saying, "He done it", or "Get them dishes off the table". Grammar rules are helpful primarily for those individuals who speak, for the most part, correctly.

Research into the learning styles of American Indians indicates that students are strongest in the visual domain and weakest in the auditory learning mode. Since Indian learners are frequently described as "holistic" thinkers, it is easy to jump to the conclusion that nonstructured experimentation is the best methodology for instruction. However, in a subject which is taught auditorially (phonics) and follows patterns which are more conducive to linear thinking than are Indian languages, we believe that conclusion to be in error. Motivation is certainly the strongest key to learning. In an adult basic education class, many students have encountered struggle and failure again and again. Success is often predicated upon the ability to provide students with instant success.

The materials contained herein are constructed to take advantage of the strong visual learning lead exhibited by most Indian students. The use of errorless discrimination provides high degree of success and virtually no frustration in the beginning. Incorporation of culturally amenable material increases comfort and feelings of familiarity and interest on the part of the student.

The use of mathematical type formulae for writing is based on hears of observation of Indian adult students who zoom through basic math, except word problems, while struggling with (and often giving up on) the inanities of English. The security of simple rules has been built in to increase the learner's feelings of control and assurance.

No doubt there will be Indian students whose grasp of oral English and grammatically correct speech will preclude the need (or desire on the part of the student) to have so much repetitive practice. However, we would caution teachers about making those decisions for the student and ahead of the student's comfort and confidence level.

The staff of the Cherokee Nation Adult Education Program provides you with this copy of "The Write Way" with the hope that it will help teachers of Indian adults begin writing instruction on the adult basic education level without the fear of losing students. All of us have observed those students who cling tenaciously to their math workbook, turning to English only with much urging and accompanied by great frustration.

DEDICATION

This book is dedicated to all Cherokee adult education students, past and present. We admire your determination and are grateful for your patience with us as we learn better ways to teach. Your example to your children, grandchildren and other community members is one which will help our Indian Nation move forward.

We hope you will enjoy this book. It was written for you. Tell us how we can make it better.

Thank you for coming to our classes. We know that is far easier to sit at home and watch television on cold nights, or to play softball in the summer. We appreciated your courage and value your friendship.

Wa-do

"The Write Way"

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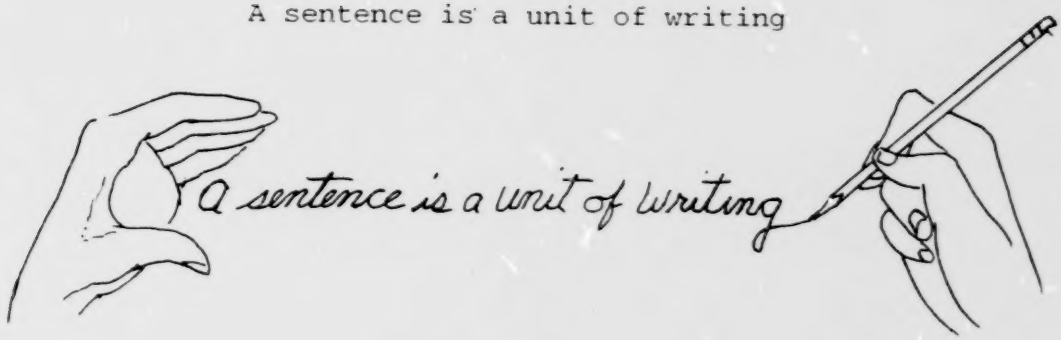
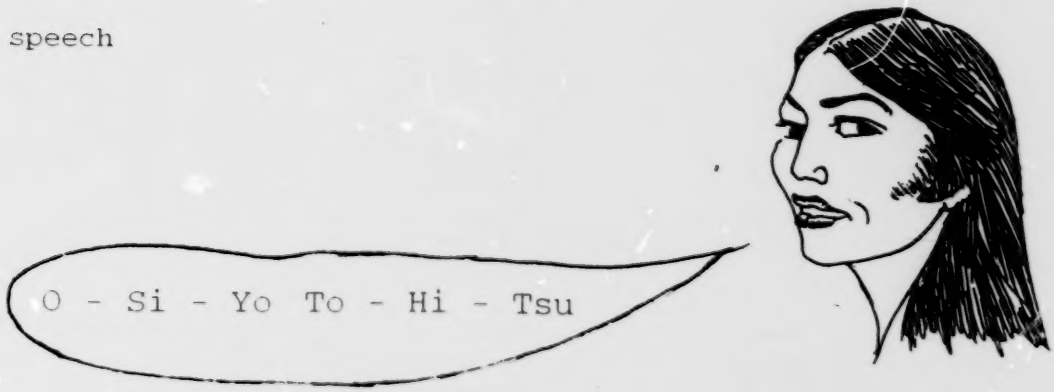
THE SIMPLE SENTENCE

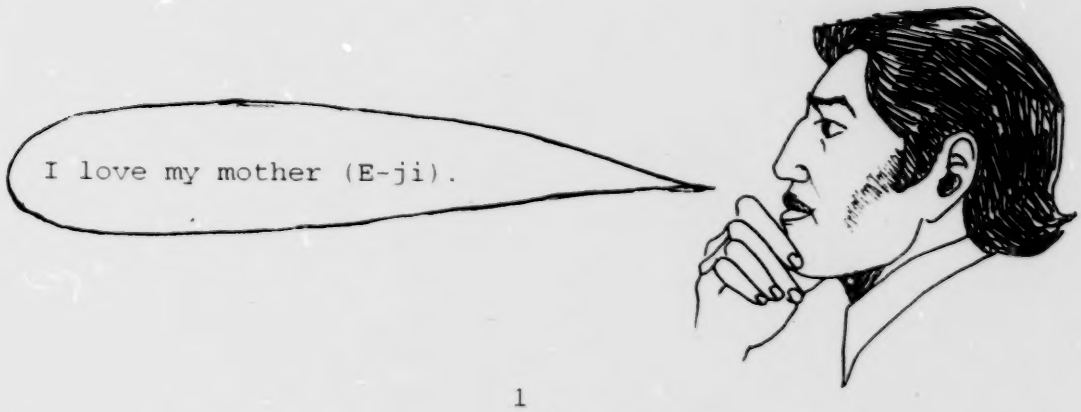
A sentence is a unit of writing



or speech

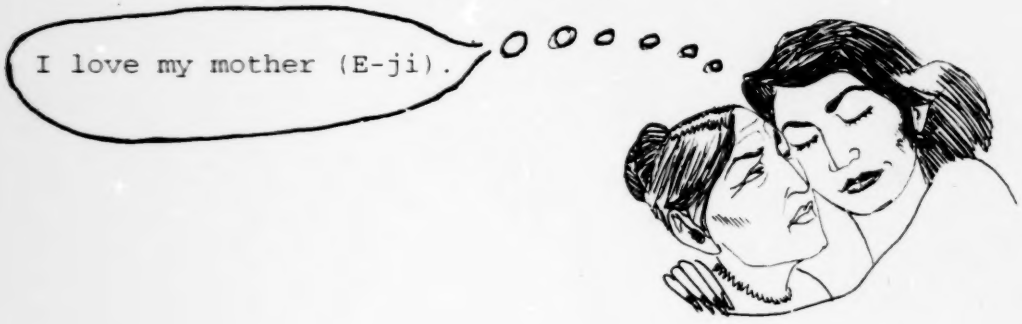


which expresses a complete thought.

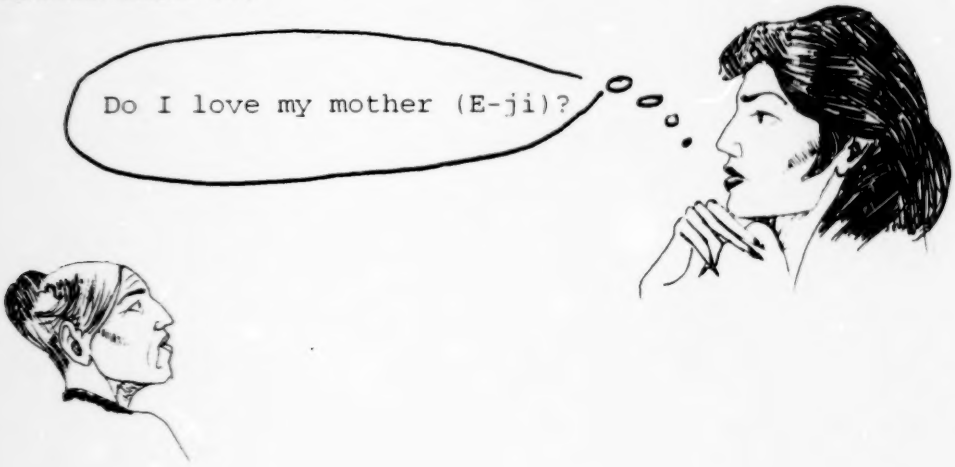


END A SENTENCE

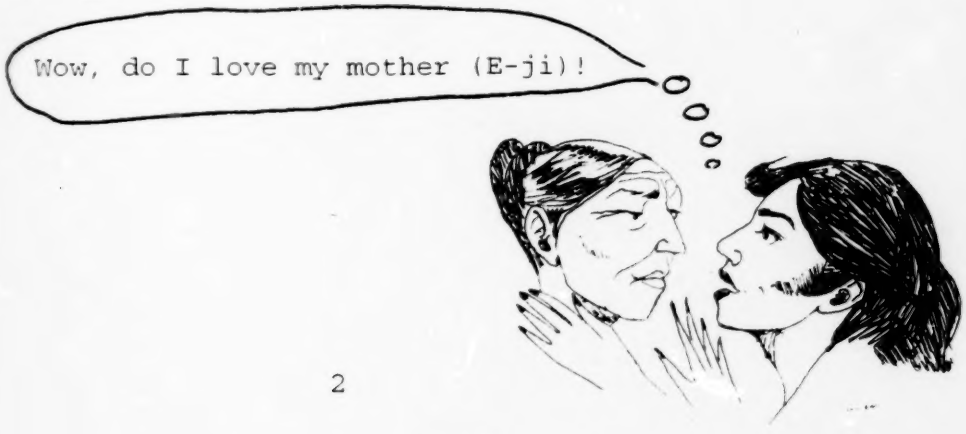
End each sentence with a period (.)



a question mark (?)



or an exclamation point (!)



End Punctuation

Place a period .

a question mark ?

or an exclamation point !

after each of the sentences in the exercise. The examples show how each are used.

Examples

Tahlequah is a town.

Is Greasy Community in Adair County?

Help! A water moccasin fell in my canoe!

You try it.

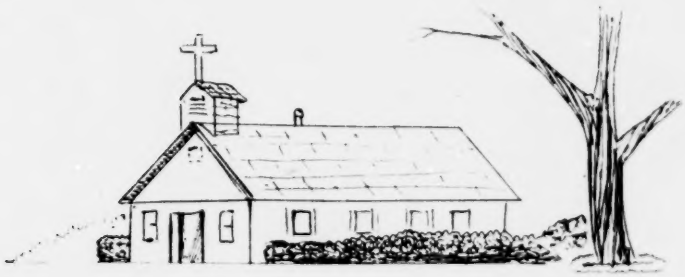
1. I live in Bull Hollow
2. My mother is a Fourkiller
3. Is your cousin a Squirrel
4. Boy, do I have a lot of relatives
5. What was your grandmother's maiden name
6. Was she a Bushyhead
7. What an unusual name
8. Did those Cherokees named Bushyhead have lots of hair
9. Belfonte Community is not far from Sallisaw
10. There is a community building in Belfonte
11. How many communities have community buildings
12. Flute Springs has one
13. Bull Hollow has a nice building
14. Isn't Cherry Tree building a gymnasium
15. A tornado just carried off that building

NOUNS

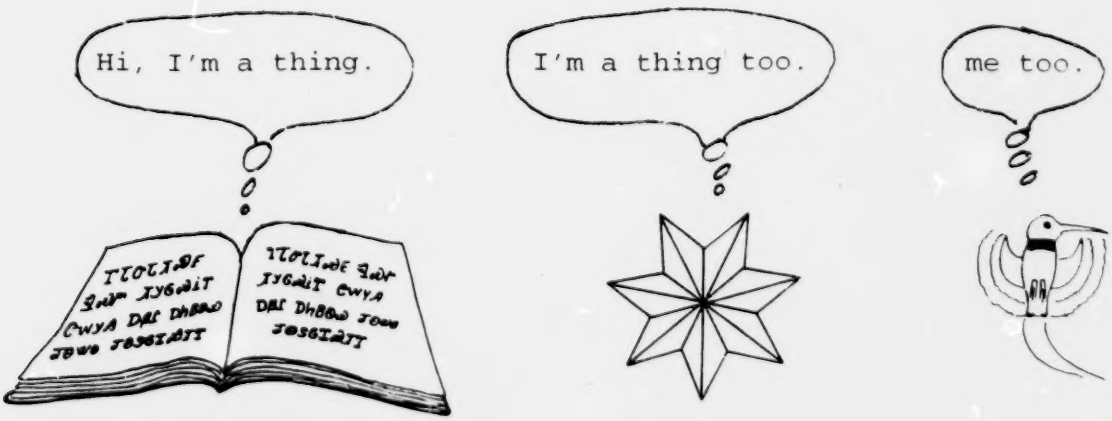
Nouns are:

a person

a place



a thing



EXAMPLE: Chooch threw the ball.

QUESTION: Who in the sentence is doing something?

ANSWER: Chooch is doing something.
Chooch is the subject. He is the "doer".

THE SIMPLE SENTENCE SUBJECTS

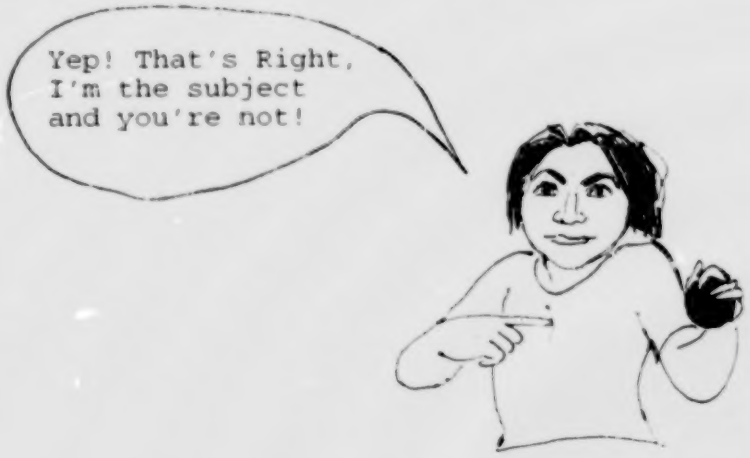
A sentence is a unit of writing or speech which expresses one complete thought.

Every sentence has a subject and predicate, except commands. The subject is the "doer", the person or thing in the sentence doing something.

SUBJECT

EXAMPLE: Chooch threw the ball.

Who is doing something?



SUBJECTS

EXAMPLE: Sa-Sa ran.

Who ran?

Yes, I'm the subject, Sa-Sa.

EXAMPLE: Sa-Sa ran.
QUESTION: Who in the sentence is doing something?
ANSWER: Sa-Sa is doing something.
Sa-Sa is the subject. She is the "doer".

FIND THE SUBJECT

1. Jerry played stickball.

   Who played stickball? _____

2. Marie made kanuche.

   Who made kanuche? _____

3. The dog pointed a bird.

   Who pointed? _____

4. Father speaks Cherokee.

   Who speaks? _____

5. Jamie ran to Baron Fork Creek.

   Who ran? _____

6. Don Greenfeather is Loyal Shawnee.

   Who is Loyal Shawnee? _____

UNDERLINE THE SUBJECT IN EACH SENTENCE BELOW

1. The Cherokee Supreme Court Building sits on the corner.
2. Wilma Mankiller is the Chief.
3. The Squirrel family went to Cherokee National Holiday.
4. A robin flew by my house.
5. Henry chopped wood.
6. Janie worked in the WIC program.

DOUBLE THE DOER

Sometimes a sentence has more than one person, place or thing doing something.

Felicia, Mandy, Crystal, Carol, and Deanna ran.

Who ran? Felicia, Mandy, Crystal, Carol, and Deanna

They are all subjects!

Okay, don't get confused now! Find out who or what is doing something in the sentences. There may be more than one subject.

1. Jamie and Gene beaded key chains.
2. The truck slipped through the mud.
3. Victor and Ina wove baskets.
4. The family cut cane for fishing poles.
5. Laddie and Dumbo are my dogs.
6. Steve typed a letter.
7. The animals slept in the barn.
8. Wild onions grow near the creek bank.
9. Carrots, potatoes and tomatoes are vegetables.
10. I dig wild onions.

HOW DID YOU DO?

Wasn't too bad, was it?

Are you tired of subjects? Let's look at a mystery subject. It's called

THE INVISIBLE SUBJECT

Okay! Where are YOU?

THE INVISIBLE SUBJECT

_____

Look at the subject on the line above.

(What subject! Are you crazy? There is no word on that line!)

English can be a hard language to learn. Are you worried now about finding invisible words? It's not quite as bad as it sounds. Let me show you.

Close the door!

Who close the door? Where is the doer?

In commands there is an understood subject which is not written. The understood subject is always "you".

(You) Close the door!

Who will do the closing? You

"You" is understood to be subject even though it is not there. (Pretty spooky, huh?)

Look at the following commands. They all have "you" as an understood but invisible subject.

Get my shoes.

Don't touch that snake!

Give me a quarter.

Leave my paper alone!

Who is the invisible subject? _____

Verbs

are words that show action

The wind <u>blew.</u>

or state
of being

She <u>is</u> a dancer.

SIMPLE SENTENCE PREDICATE

Each sentence has a subject and predicate.

The predicate is the word or words which tell what the subject is doing.

EXAMPLE: Chooch threw the ball.

Threw the ball.

EXAMPLE: Chooch threw the ball (we know from the first example that Chooch is the subject).

QUESTION: What did Chooch do?

ANSWER: Threw

Threw is the predicate. It tells what Chooch did.

In the example, we used and Action Verb for the predicate. An Action Verb shows some kind of action took place.

SIMPLE SENTENCE PREDICATES

Each sentence has a subject and predicates.

The predicate is the word or words which tell what the subject is doing.

EXAMPLE: Chooch threw the ball.

Threw

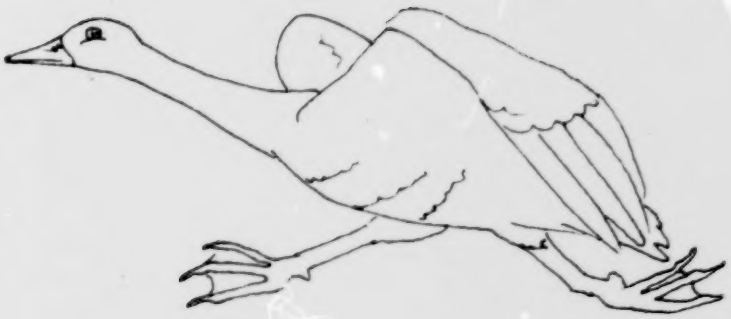
Example: Chooch threw the ball (we know from the first example that Chooch is the subject).

Question: What did Chooch do?

Answer: Threw
Threw is the predicate. It tells what Chooch did.

PREDICATE

EXAMPLE: Sa-Sa <u>ran</u>.



What did Sa-Sa do?

<u>Ran</u> is the predicate.

QUESTION: What did Sa-Sa do?
ANSWER: <u>Ran</u>
<u>Ran</u> is the predicate. It tells what Sa-Sa did.

In the example, we used an Action Verb for the predicate. An Action Verb shows some kind of action took place.

ACTION VERBS

We use Action Verbs for the predicates. Action Verbs show some kind of action.

ACTION VERBS WORD LIST

add	bark	bead	bend	carry	cook
dance	dig	dip	drink	drive	drove
eat	fall	find	fish	fix	flew
float	fly	fried	get	growl	help
hit	hunt	jog	jump	kiss	lend
look	mix	open	pick	pinch	plan
ran	read	repair	ride	rode	roll
run	send	sew	sing	speak	spin
study	swim	talk	throw	tried	try
type	walk	watch	weave	wipe	write
wrote					

EXAMPLE: **Action Verb "hit"**

ACTION VERBS

We use Action Verbs for the predicates. Action Verbs show some kind of action.

Example: Action Verbs

READ

RUN

BARK

WEAVE

SUBJECTS

The subject of a sentence tells who or what the sentence is about. Look at the underlined subjects in each of the sentences.

EXAMPLE: Subjects

1. The woman took the boy to town.
2. You give me my shoe (a-la-su-lo).
3. I like goats.
4. The handle hung on the door.
5. Gary wants some medicine (nv-wo-ti).
6. Carla beaded a belt buckle.
7. Tom caught a bass in the river.
8. Chooch threw the ball.

PREDICATE

The predicate tells what the subject is doing.

Look at the predicates (underlined twice) in each of the sentences. Say the subject and predicates together. See how they work together.

EXAMPLE: Subjects and predicates.

1. The woman took the boy to town.
2. You gave me my shoe (a-la-su-lo).
3. I like goats.
4. The handle hung on the door.
5. Gary wants some medicine (nv-wo-ti).
6. Carla beaded a belt buckle.
7. Tom caught a bass in the river.
8. Chooch threw the ball.

FINDING PREDICATES

Chooch hit the ball

What did Chooch do? **(hit)**

Hit is the predicate. It tells what Chooch did.

The eagle flew high.

What did the eagle do? **(flew)**

Flew is the predicate. It tells what the eagle did.

Diane played the flute.

What did Diane do? **(played)**

Played is the predicate. It tells what Diane did.

Find the predicate in each sentence below. Underline it twice.

1. The choir sang.
2. My mother cooked.
3. Ted fished.
4. Joanne ate dinner.
5. Marty caught a perch.
6. Jean saw a tick.
7. Victor made a basket.
8. Lacey saw a hawk.
9. The hawk grabbed a mouse.
10. The book fell off the table.
11. A fish jumped from the water.
12. The hunter shot a rabbit.
13. We fried the rabbit.
14. The dancer carried a Pendleton.

FINDING THE SUBJECTS AND PREDICATES

EXAMPLES: Subjects and predicates

The subjects are underlined once, and the predicates twice.

The Teacher speaks loudly.

She plays the flute.

The canoe floated down the river

The eagle flew high.

FINDING THE SUBJECTS AND PREDICATES

Draw one line under the subject and two lines under the predicates in the following sentences.

EXAMPLE: Cherokees sing gospel songs.

Exercise

1. Sally hit the ball.
2. Jimmy ran home.
3. The teacher speaks loudly.
4. The man drove the car.
5. The baby cried softly.
6. The canoe floated down the river.
7. The bear grunted faintly.
8. My brother sings happily.
9. She plays the flute.
10. My friends eats crawdads (ji-sdv-na).
11. I wrote a letter to my friend.
12. The eagle flew high.
13. The dog barked at the cat (we-sa).
14. Mary Jo rode the horse (so-gwi-li)
15. Grandpa repaired the fence.
16. Chris opened the door.
17. Mom fried the fish (a-ja-di).
18. Sandy ate the mushrooms (da-wo-li).

FINDING THE SUBJECTS AND PREDICATES

Examples: subjects and predicates

The subject are underlined once, and the predicates are underlined twice.

The hummingbird flew fast.

The tribe grouped into seven clans

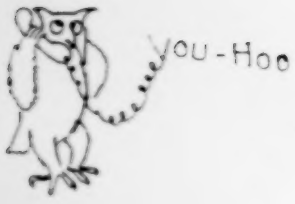
Joe Bigfeather talked about the origin of stickball games.

I liked strawberries. (a-ni)

Lightning struck a tree.

Long hair means wisdom.

I hear an owl calling.



FINDING THE SUBJECTS AND PREDICATES

Draw one line under the subject and two lines under the predicates in following sentences.

EXAMPLE: Landra plays the flute.

Exercise

1. The hummingbird flew.
2. Tom won the prize.
3. The tribe grouped into seven clan.
4. The students studied.
5. I like strawberries (a-ni).
6. The turtle (da-ksi) lived on land and water.
7. The goose waddled.
8. The cat jumped.
9. The snake (i-na-da) whipped its tail.
10. The creature dragged the deer (a-hwi).
11. The hunters told what happened.
12. Lightning hit a tree.
13. Many Cherokees believe in Indian medicine.
14. Cherokees wore turkey feathers.
15. Joe Bigfeather talked about stickball.
16. Charley dances at pow-wows.
17. I hear an owl.

FINDING SUBJECTS AND PREDICATES IN QUESTIONS

Because the word pattern is different in questions, most students find it hard to pick out subjects and predicates in questions. One method to use which will help you is to turn the questions back into a statement again, then find the subject.

Also, questions often use "do", "does", and "did" as helping verbs in the predicate. These words are part of the predicate.

EXAMPLE: Subjects and Predicates

The subjects are underlined once and the predicates are underlined twice.

1. Questions: What did Mary have on her face?

   Reversed: Mary did have what on her face.

2. Question: Why has the air conditioner stopped?

   Reversed: The air conditioner has stopped why.

3. Question: Did the Council Members visit the elders?

   Reversed: The Council Members did visit the elders.

4. Question: Where have all the ducks (ka-wo-nv) gone?

   Reversed: All the ducks (ka-wo-nv) have gone where.

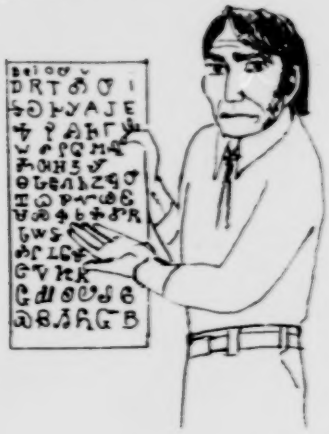
5. Question: Do you like to fish (a-ja-di)?

   Reversed: You do like to fish (a-ja-di).

REVERSING THE ORDER TO FIND THE SUBJECT AND PREDICATE

Examples: Reversing the order.

Did Sequoyah invent the Cherokee syllabary?
Sequoyah did invent the Cherokee syllabary.



Did you catch any catfish?

You did catch the fish.

Do you like wild onions?

You do like wild onions.

Do you have a good sense of humor?
You do have a good sense of humor.

REVERSE THE QUESTIONS

You try it! See if you can reverse the order of each question. It may take some practice. Don't get discouraged. Keep trying.

1. Did Mary go to the Pow Wow?

_____

2. Did everyone go to the lake?

_____

3. Why did you go to the store?

_____

4. Did Jolene catch any catfish?

_____

5. How did Emma catch that ball?

_____

6. For what softball team does Larry play?

_____

7. Can Lydia shake shells?

_____

8. Why do rattlesnakes lay in the sun?

_____

9. How did you make that cake?

_____

10. Should the cake have chocolate icing?

_____

REVERSING THE ORDER TO FIND THE SUBJECT AND PREDICATE

Reverse the order of each sentence to find the subject and predicate. Draw one line under the subject and two lines under the predicate. Remember words like do, does, doer, did, are part of the predicate.

EXAMPLE: Where are you going?

You are going where?

Exercise

1. Did anyone go to the Pow-Wow?

_____

2. How much do you know about the Cherokee (tsa-la-gi) Indians?

_____

3. Did Sequoyah invent the Cherokee Syllabary?

_____

4. Do you have a good sense of humor?

_____

5. Does everyone like to play bingo?

_____

6. Did everyone go to the lake?

_____

7. Why did you go to the store?

_____

8. Did you catch any catfish (ju-li-sda-na-li)?

_____

9. Do you like wild onions (sv-gi)?

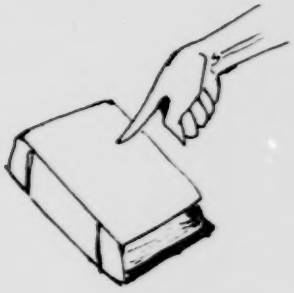
_____

REVERSING THE ORDER TO FIND THE SUBJECT AND PREDICATE

Examples: Reversing the order

Where did you get that feather?

Did Jennie write this book?



Why do you eat salt?

Do you want some medicine?

REVERSING THE ORDER TO FIND THE SUBJECT AND PREDICATE

Reverse the order of each sentence to find the subject and predicate. Underline the subject once and underline the predicate twice.

EXAMPLE: Did you study last night?

You did study last night.

Exercise

1. Where did you get that feather (u-gi-da-tli).

_____

2. Why have all the food prices gone up?

_____

3. Why do you always eat salt (a-ma)?

_____

4. How will you get home?

_____

5. Did you have a good time on the lake?

_____

6. Do you want some medicine?

_____

7. Who wrote this book?

_____

8. Did you pay your bills?

_____

9. When did you get here?

_____

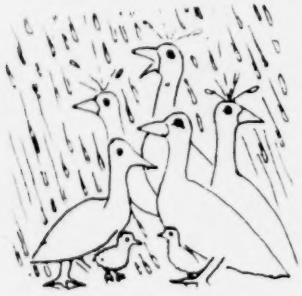
10. Did you go to the meeting?

REVERSING THE ORDER TO FIND THE SUBJECT AND PREDICATE

Examples: Reversing the order.

Why is she baking sweet bread?

Did the geese get wet?



Did the young man hunt deer?

Do you want some kanuche?

REVERSING THE ORDER TO FIND THE SUBJECT AND PREDICATE

Reverse the order of each sentence to find the subject and predicate. Draw one line under the subject and two lines under the predicate.

EXAMPLE: Why are you late?

You are late why.

Exercise 5

1. Does your friend want to eat?

_____

2. Did the geese get rained on?

_____

3. Why is she baking sweet bread (ga-du)?

_____

4. Is Joanne Drywater your grandmother (e-li-si)?

_____

5. Why are you looking for worms (u-ji-ya)?

_____

6. Did the young man (a-sga-ya) hunt deer?

_____

7. Does that man know how to gig fish (a-ja-di)?

_____

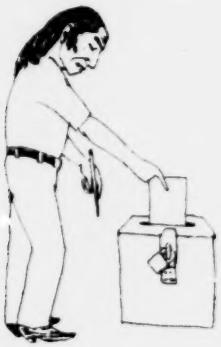
8. Do you want some kanuche?

_____

REVERSING THE ORDER TO FIND THE SUBJECT AND PREDICATE

Examples: Reversing the order

Did you vote?



Have you seen the Cherokee seal?

Is that baby (u-s-di) sleeping?

Did you hear an owl?

REVERSING THE ORDER TO FIND THE SUBJECT AND PREDICATE

Reverse the order of each sentence to find the subject and predicate. Draw one line under the subject and two lines under the predicate.

EXAMPLE: Did you see Chief Mankiller today?

You did see Chief Mankiller today.

Exercise

1. Do you live in Tahlequah (Da-li-qwa)?

_____

2. Have you seen the Cherokee Seal?

_____

3. Did you vote?

_____

4. Did you hear an owl (wa-hu) hoot?

_____

5. When do huckleberries (ku-wa-ya) get ripe?

_____

6. Are you learning to write Cherokee?

_____

7. Is that baby (u-sdi) sleeping?

_____

8. When do you dig wild onions?

_____

QUESTIONS WITH "WHO"

In questions with "who", you don't always reverse the order. Who will usually be the subject if it is the first word in the sentence.

1. Who played the game?
2. Who ate huckleberries?
3. Who went to the Strawberry Festival?

If who is not the first word in the sentence, try reversing the order.

1. Do you know who it is?

   You do know who it is.

2. Did Glenda say who went?

   Glenda did say who went.

VERBS

There are two kinds of verbs. The verb is the main word in the predicate.

Action Verbs show what the subject is doing.

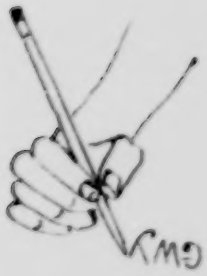
EXAMPLE: Action Verbs

Fly

Smile

Cry

Write



BEING OR LINKING VERBS

Sometimes the predicate uses <u>being</u> or <u>linking</u> <u>verbs</u> instead of Action Verbs. A <u>being</u> or <u>linking</u> <u>verb</u> doesn't do any action. It shows something exists or links the subject to other information in the sentence.

BEING OR LINKING VERB WORD LIST

am	are	have seen	where	appear
is	seems	was	had seen	can be
will be				

EXAMPLE: The women are Cherokees.

Question: Who or what are we talking about in the sentence?
Answer: Women
Women is the subject.
Question: What word or words tells women did something or they exists in someway?
Answer: are
"are" is the predicate. It says the women exist and links them to other information about them.

BEING OR LINKING VERBS

Shows something exists or links the subject to other information in the sentence.

Example: Victor is a basketmaker.

Question: Who are we talking about in this sentence?
Answer: Victor
Question: What word or words tells Victor did something or exists in someway?
Answer: "Is"
"Is" is the predicate. It says Victor exists and links Victor to other information in the sentence.

BEING OR LINKING VERBS

Being or Linking Verb Word List

am	are	appears	were	sounds	is
seems	was	had seen	can be	will be	been

Being or linking verbs show something exists or links the subject to other information in the sentence. See how the underlined words link the subject to other information in the sentence? These verbs may be used with a helping verb. The helping verb helps determine what time something happened. Helping verbs are part of the predicate.

Helping Verbs

will	have	were	did	could	had	has

EXAMPLE: **Being or Linking Verbs.**

1. Several geese <u>are</u> outside.
2. My baby <u>is</u> Cherokee.
3. Mary <u>is</u> a girl (a-ge-hyu-ja).
4. I <u>was</u> late yesterday.
5. I <u>am</u> here today.
6. We <u>were</u> there yesterday.
7. It <u>seems</u> like old times.
8. Victor <u>had been</u> there last year.
9. We <u>were</u> going tomorrow.
10. I <u>will be</u> ready shortly.

My baby <u>is</u> Cherokee.

ACTION VERB

Action Verb Word List

hunt	threw	ran	wove
cooked	walked	talked	prepared
opened	fixed	broke	caught

Fill in the space below with action verbs from the word list above.

EXAMPLE: The bear caught a fish.

Exercise

1. The bobcat _____ through the bushes (du-wa-i-tlv).
2. The Chef _____ the dinner.
3. Victor _____the basket (ta-lu-ja).
4. The lady _____ to the child.
5. Cherokees _____deer.
6. Ina _____ the door
7. Grandma _____ Thanksgiving dinner.
8. The children _____ to Tsa-La-Gi Library.
9. The plumber _____ the pipes.
10. The snake _____ a lizard.

The bear caught a fish.

SIMPLE SENTENCE CONSTRUCTION

The simple sentence pattern is: (A + N + V)
Article + Noun (subject) + Verb (predicate).

Article: A an the are clues that show a noun is near.

The article "an": Use "an" before words that begin with a vowel sound.

EXAMPLE: an **apple** an **ice cube** an **Indian**
"an" is used in the examples above because the words following "an" begin with a vowel.

The article "A": use "A" before words that begin with a consonant sound.

EXAMPLE: a pen a basketball a bead
"A" is used in the examples above because the words which follow "A" begin with consonants.

The article "The": is used to indicate specified persons or things.

EXAMPLE: the baby

the feather

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Article + Noun + Verb
The dog stinks

ARTICLE + NOUN + VERB

Word List

Noun list	woman chair	student dog	teacher child	onion glass	boy egg
Verb list	broke smelled	cried sleeps	drank sings	read plays	drove threw
Article list	an	a	the		

Use the pattern: Article + Noun (subject) + Verb (predicate) (A + N + V) to make as many sentences as you can from the word list above.

Use only the words in the boxes.

A N V
EXAMPLE: The dog stinks.

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Go back and find the subject and predicate in each of your sentences. Draw one line under the subject and two lines under the predicate (verb).

Article	+ Noun	+ Verb
A	baby	played

ARTICLE + NOUN + VERB

Word List

Noun list	woman baby girl	student doctor house	teacher puppy child	school horse table	boy man cat
Verb list	played read broke	build chewed moves	carried jumped smelled	dropped sleeps fixed	hit sings ran
Article list	a	an	the		

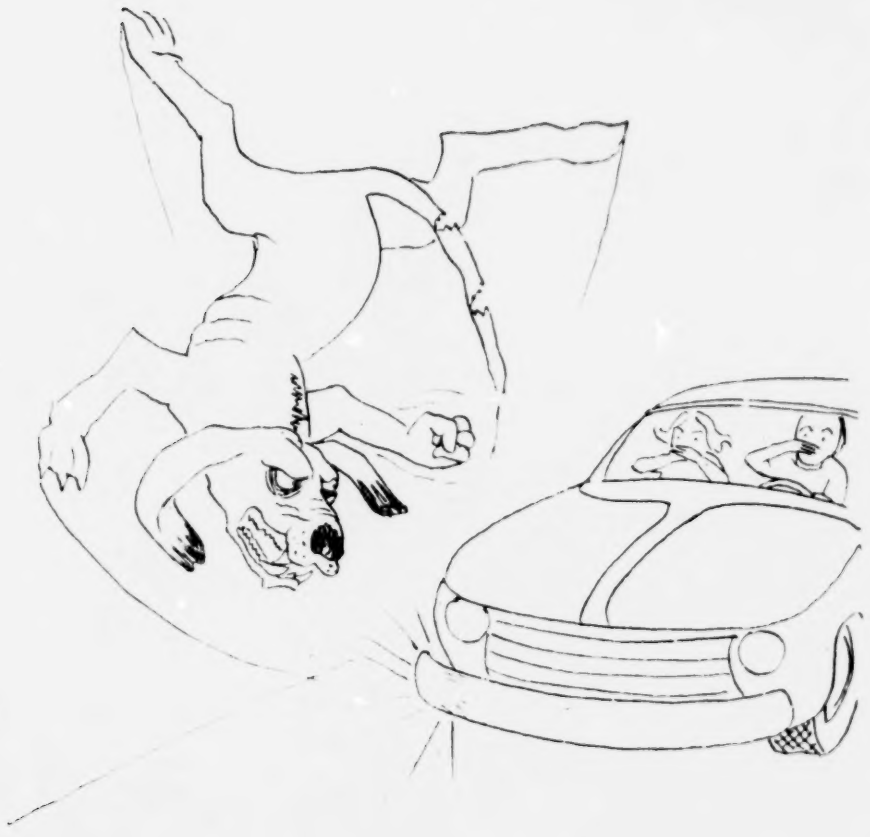
Use the pattern: Article + Noun + Verb (A + N + V) to make as many sentences as you can using the word list above.

A + N + V

EXAMPLE: A baby played.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Go back and find the subject and predicate in each of your sentences. Draw one line under the subject and two lines under predicate (verb).



Article + Noun + Verb
The dog flew

ARTICLE + NOUN + HELPING VERB + VERB

Word List

Noun list	apple child teacher woman girl	students umpire man horses orange	doctor baby cat boys	donkey dogs oven puppy
Verb list	played hit singing sleeping barking	jumping building running carried screened	smelled chewed heating walking smiled	dropped broken fixing moved poured
Helping Verbs	am is have been	are was appears	were seems will be	has been can be had been
Article List	a	an	the	

Use the pattern: Article + Noun + Verb (A + N + HV + V) Make as many sentences as you can from the word list above.

EXAMPLE: The dog flew.

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Go back and find your subject and predicate in each of your sentences. Draw one line under the subject and two lines under the predicate (verb).

Noun	car snake grandfather	policeman skunk	rabbit teacher squirrel	child deer	bird crow
Articles	a	an	the		
Verbs	hopped jumped hunts	ran looked smelled	played walked	bit flew	yelled smiled

Use each of the action verbs listed above and write a complete sentence with each one. Use the words in the boxes for your sentence. Use the pattern: Article + Noun + Verb (A + N + V).

A + N + V

Example: The baby smiled.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Go back and find your subject and predicate in each of your sentences. Draw one line under the subject and two lines under the predicate (verb).

SENTENCE PATTERN WITH DIRECT OBJECT

Direct objects are words that receive the action of a verb.

George hit the ball.

What did George hit? **Ball**
Ball receives the action of the verb "hit".

FINDING DIRECT OBJECTS

You can only have a direct object when an action verb is used. Being or linking verbs used alone (not as helping verbs with an action verb) don't have any actions to put on a noun. Nouns which are used to compiete being verbs are not called direct objects.

To find a direct object, first find the subject and predicate.

George hit the ball.

Say the subject and predicate together and ask, "What?"

George hit what?

Your answer will be the direct object. Ball is the direct object. It receives the action of "hit."

The man wove a rug.

Subject = Man
Predicate = wove

Is "wove" an action verb?
Yes, there is action in weaving.

Man wove what? Rug

Rug is the Direct object.

A cow ate the grass

Who is doing something?

Cow

"Cow" is the subject.

What did the cow do?

Ate

"Ate" is the predicate.

Ate what?

grass

Grass is the direct object
It receives the action of the verb.

WORD LIST

Noun 1 list	Horse	catfish	grandmother	waitress
	cop	chief	crawdad	student
	baby	cook	driver	woman
	teacher	fisherman	pitcher	father
	mother	hunter	child	man
	pastor	secretary	carpenter	teenager
Verb list	Pinched	burned	dropped	chased
	carried	answered	hit	sang
	jumped	ate	chopped	caught
	dug	sewed	played	colored
	bit	dropped	tore	wrecked
	shot	threw	caught	threw
	hooked	sawed	plowed	
Noun 2 list	Hymn	dress	ball	board
	food	fish	crook	book
	potatoes	squirrel	pencil	boy
	fence	tree	picture	cornbread
	flag	phone	wood	hole
	song	paper	car	field
	strawberry	butterfly	worm	
Article list	A	an	the	

Write fifteen sentences using the pattern

A + N1 + V + A + N2

use the word list on the opposite page.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Underline the subject once, the predicate twice and draw a circle around the direct object.

Sentences with Direct Objects

A cow ate the grass

Article + Noun + Verb + Article + Noun

A cow ate the grass.

Word List

Noun 1 list **SUBJECTS**	waitress woman do child	player student girl boy	wrestler mechanic bird man	mother nurse cat clerk
Noun 2 list **Direct Objects**	umbrella glass store grass	flower chair boy river	car book table apple	orange water floor basket
Verb list	broke bit carried	drank read scratched	dropped fixed at	spilled picked walked
Article List	a	an	the	

Use noun one (1) list for your subject and noun two (2) list for your direct objects. Make as many sentences as you can using the words in the list above. Use the pattern: Article + Noun (subject) + Verb (predicate) + Article + Noun2 (direct object)
A + N + V + A + N2

A + N1 + V + A + N2

EXAMPLE: A man smelled an orange.

Preposition Word List

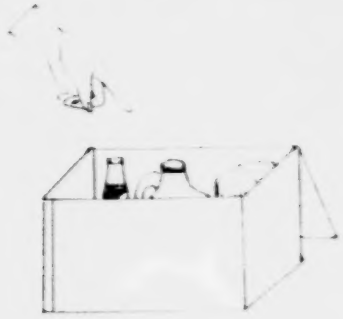
in	by	around	into	for
on	to	under	over	across
onto	beyond	within	at	of
through	from	with	after	toward

Prepositions are words which show space, direction, or other relationships.

Prepositional phrases are a group of words which have at least a preposition and an object of the preposition.

EXAMPLE: **In the box.**

PREPOSITION	PREPOSITIONAL PHRASE	OBJECT
in	in the box (ka-ne-sa)	box



PREPOSITION	PREPOSITIONAL PHRASE	OBJECT
on	on the box	box

PREPOSITIONS

Circle the prepositions in the following sentences. Use the list of propositions on page ___ if you need.

EXAMPLE: **The hawk flew <u>into</u> a trap.**

Exercise

1. The dog (gi-tli) went across the creek.
2. The man drove under the bridge (a-sv-dlv).
3. Jim gave the awards to students.
4. Paint colored over the earth (e-lo-hi).
5. The goose flies from the hunters.
6. A bear ran toward the water.
7. The spirit traveled toward the mountains.
8. The turtle crawled around the log.
9. The wolf crept through the dark.
10. The class went into the house.
11. The fish is for the feast.
12. Mary ran toward the fire.
13. A cat screamed in the dark.
14. A snake lay across the path.
15. The swimmer dove from a bridge.

The hawk (Ta - Wo - di) tlew into a trap.

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PREPOSITIONS

Circle the prepositions in the following sentences. Look at the list of prepositions listed on page ____ if you need help.

EXAMPLE: The girl ran [between] the cars.

Exercise

1. The boy hit the ball over the fence (a-so-hyv).
2. Paula mixed the food in the bowl.
3. We will come home after the game.
4. The baby crawled under the chair (ga-sgi-lo).
5. Will the man run to the car in the rain.
6. The frightened deer ran into the woods (a-do-hi).
7. We finished the game before we went to the movies.
8. The key on the table is mine.
9. There is someone (ki-lo) at the door.
10. The class will start in the morning.
11. Randy drank the water in the cup (u-li-sqwi-di).
12. We will go to the class in the afternoon.

The girl ran between the cars

OBJECT OF A PREPOSITION

Preposition Word List

in	**over**	**at**	**for**	**around**	**with**
from	**on**	**under**	**to**	**by**	**through**
into	**of**	**beyond**	**onto**	**across**	**within**

A preposition is a word with which you show direction, placement or relationship of an object in the sentence to some other part of the sentence. See examples of prepositions above.

There may be many words in a prepositional phrase.

All prepositional phrases: start with a preposition, and have a noun which is the object of the preposition. The object of a preposition is always a noun (person, place or thing).

EXAMPLE:

Preposition	Object of preposition
from	Larry

Preposition	Article	Object of preposition
under	the	table

To find the object of a preposition, say the preposition and ask "what?"

EXAMPLE: Under the table.
Preposition: under
Question: under what?
Answer: table

Table is the object of the preposition under.

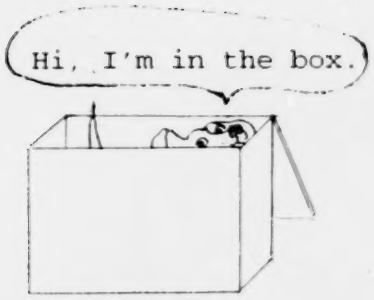
OBJECT OF A PREPOSITION

To find the object of preposition, say the preposition and ask "what?"

EXAMPLE: In the box.

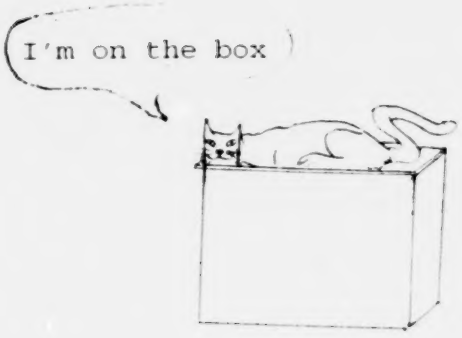
Box

In what?
Box
Box = object of preposition



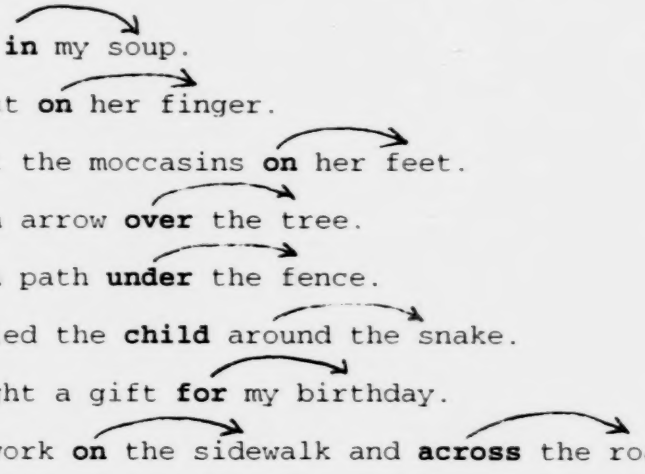
Box

On what?
Box
Box = object of preposition



Finding Prepositions

Look at the prepositional phrases below. We drew an arrow from the proposition to the object of the preposition.



I put onions **in** my soup.

Mary had a cut **on** her finger.

Christine put the moccasins **on** her feet.

Larry shot an arrow **over** the tree.

George made a path **under** the fence.

Grandfather led the **child** around the snake.

The aunt bought a gift **for** my birthday.

I walked to work **on** the sidewalk and **across** the road.

See if you can find the prepositions in the sentences below. Use your preposition word list to help you.

The cat caught a bird in the tree.

Bring my present by the house.

Larry found a treasure within the pages of the book.

I like to walk over the hills and through the woods.

Ronald can't bring the dog into the house.

Can you slip the note under the door?

Circle the prepositions.

OBJECT OF PREPOSITION

Word List

Nouns	panther box woman water grass baby man	orange flower dog flour store nurse floor	student glass river arm child girl mud	library chair book table cat boy
Verbs	smelled bit ranked hid ran	spilled walked set sat cried	fell broke put took	dropped carried fixed growled
Preposition	in by with from	over on for of	at under through onto	around to into across
Article	a	an	the	

Construct your own sentences with prepositions.

Write sentences using the pattern: A + N + V + P + A + N (Article + Nounl + Verb + Preposition + Article + Noun) Underline the preposition and circle the object of preposition.

A + N + V + Prep. + A + Object of Prep.

EXAMPLE: A dog walked on the [grass].

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

DIRECT OBJECTS WITH PREPOSITIONAL PHRASES

S + P + D.O. + Prep. + Object Prep
The woman put the flowers in a glass.

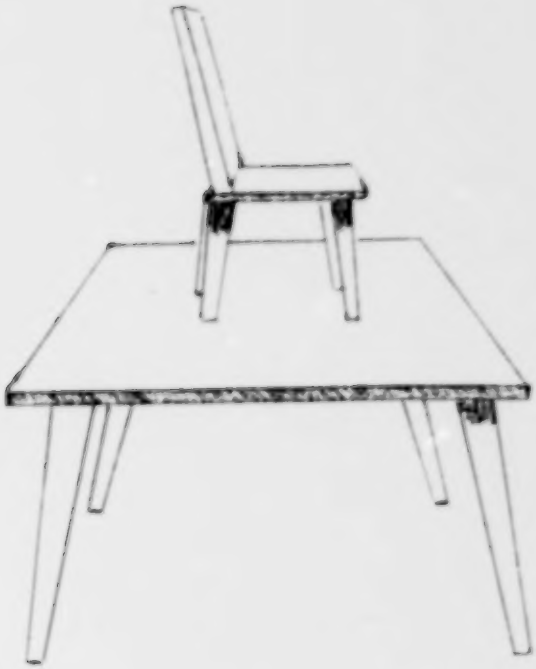
In a Glass

In What?

Glass

In the Glass

The chair is on the table.



Object of Preposition

A + N1 + V + A + N2 + P + A + N2
The chair set on a table.

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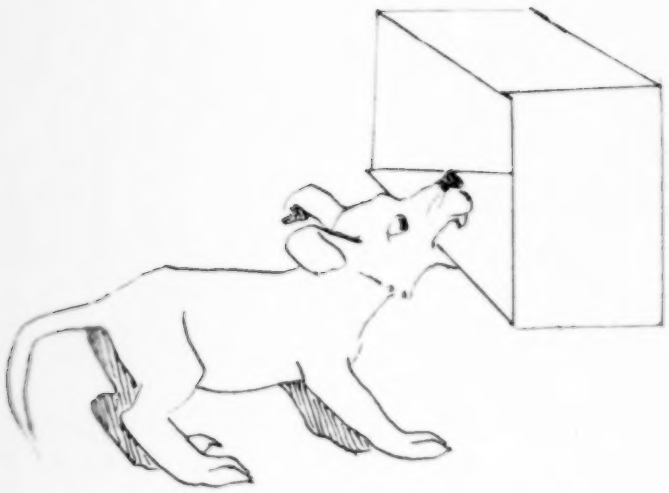
Object of preposition

Article	+ Noun1	+ Verb	+ Article	+ Noun2	+ Prep.	+ Article	+ Noun2
The	dog	carried	a	box	in	the	house.



OBJECT OF PREPOSITION

Use the pattern: A + N1 + V + A + N2 + P + A + N2 (Article + Noun1 + Verb + Article + Noun2 + Preposition + Article + Noun2). Construct your own sentences, use the word list on page 62. Circle the preposition and draw an arrow to the object of preposition.

EXAMPLE: The chair sets on a [table].

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

YOU TRY IT

Construct your own sentences with direct objects.
Use this pattern: A + N1 + V + N2 + P+ + A + N2, look on page 62 for prepositions and articles. Use your own Nouns and Verbs.

The direct object is the noun after the verb.

Article + Noun + Verb + Noun + Preposition + Article + Noun
S P D.O. PREP OBJ of PREP

EXAMPLE: The boy closed his eyes for a nap.

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Go back over your sentences, and;

1. put an "S" over each subject.
2. put a "P" over each predicate (verb).
3. put a "D.O." over each direct object.
4. Draw an arrow from each preposition to its object.

PREPOSITIONS

Word List

in	under	by	through	of	out of	from
out	over	to	around	at	across	with
for	into	on	between	into	toward	

Exercise

1. What is the difference between "to" and "into"?

I went <u>to</u> the house.

I went <u>into</u> the house

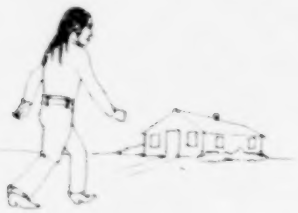
PREPOSITIONS

2. What is the difference between "toward" and "to"?

He went <u>to</u> the house.

arrives at the house

He went <u>toward</u> the house.



Process of moving toward the house

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3. What is the difference between "on" and "onto"?

He leaped <u>on</u> the horse.

on is in position on top of the horse

He leaped <u>onto</u> the horse.

onto is the process of getting on the horse

Direct Object

S + P + D.O. + Prep. + O.P.
The wind blew grass over the house.

77

YOU TRY IT

Construct your own sentences with direct objects. Use this pattern: A + N1 + V + A + N2 + PR + A + N2. Refer to page 62 for prepositions and articles. Use your own nouns and verbs.

Article + Noun + Verb + Preposition + Article + Noun
S P D.O. PREP OBJ of PREP

EXAMPLE: The wind blew grass over the house.

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Go back over your sentences, and;

1. put an "S" over each subject.
2. put a "P" over each predicate (verb).
3. Put a "D.O." over each direct object.
4. put "PREP" over each preposition.
5. put "OBJ of PREP" over each object of preposition.

JOINING PREPOSITIONS

Preposition Word List

in	under	by	to	out of
around	from	out	over	through
of	on	across	with	for
into	between	onto	at	

Complete each sentence using the prepositions from the word list.

EXAMPLE: Beverly drove [under] and [over] the old bridge.

Exercise

1. The children ran _____ and _____ the house all day.

2. It took John Chuculate two hours to go _____ and _____ the hog fry at Oaks.

3. We looked _____ and _____ the table for the shells.

Use the preposition list to join prepositional phrases.

1. Chris ran _____ _____ the house and _____ the porch when he saw his uncle drive up.

2. To get to my house, drive _____ the river and _____ the curve to Barren Fork Creek.

3. Get _____ the bed and _____ the sheets.

Beverly drove under and over the old bridge.

DIRECT OBJECTS

Construct your own sentences.

Use the word list on page 62 and add in a direct object (any noun you can think of with relationship, etc.). Use the pattern: A + N + V + P + A + N, we added in a direct object (Noun) between the verb and preposition. See instructions below.

Article + Noun + Verb + Preposition + Article + Noun
A S V D.O. PREP. A OBJ.-PREP.

EXAMPLE: The woman put flowers in a glass.

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Go back over your sentences and:

1. put an "S" over each subject.
2. put a "P" over each predicate (verb).
3. put a "D.O." over each direct object.
4. put "PR" over each preposition.
5. put "OB-PR" over each object of preposition.

ADJECTIVES

are words that describe nouns.

<u>scared</u> man

(scared describes the man).

Hungry mouse

(Hungry describes the mouse).

The lazy possum

(Lazy describes possum)

ADJECTIVES

Adjectives describe nouns and answer the question: which one, what kind, and how many.

BIRD

Which one?

Tall bird Short bird

Tall

Short

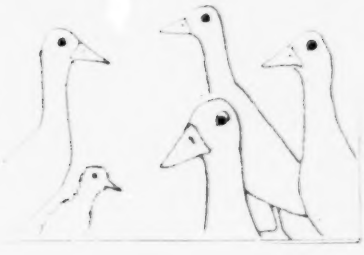
= Adjectives which tell "what kind"

What kind?

That bird

That one

How Many?



Several Birds

Several

ADJECTIVES

Adjectives are words which describe nouns and answer the questions: which one?, what kind?, how many?

EXAMPLE: House
Question: What kind of house?
Answer: White house

White describes house and tells "what kind".

Question: How many houses?
Answer: Three houses.

Three describes houses and tells "how many".

Question: Which one?
Answer: That house.

That describes house and tells "which one".

Look at the adjectives in front of the nouns. Look at each adjective. Does it answer, which one, what kind, or how many?

EXAMPLE: small baby

small boy	furry dog	tea glass
library book	Patty's car	coffee cup
Indian man	Scaly fish	lead pencil
soap box	huge shoe	pine tree
curvy street	spotted cow	hard water
fast horse	fiberglass canoe	ticking clock
curly hair	green lawn	waving flag
that woman	some deer	snarling wolf

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That Horse

Adjectives

Which one

Three Horses

Adjectives

How Many

The brown horse

Adjectives

What kind

ADJECTIVES

Place the following adjectives in the correct column below.

Word List

happy	frightened	twelve	pretty	quiet	any
brown	soft	fast	clean	fuzzy	greasy
three	new	ten	fat	small	cold
big	bright	cold	green	sweet	this
that	some	those	these		

	Which one	How many	What kind
EXAMPLE:	New	Three	Clean

Exercise

Which one	**How Many**	**What kind**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

ADJECTIVES

Use the nouns listed below and write five (5) adjectives to describe each. Describe each noun using your own adjectives.

EXAMPLE: Wolf - Mean

Man

1. Tall
2. heavy
3. brown
4. silly
5. handsome

Game

1. _____
2. _____
3. _____
4. _____
5. _____

Park

1. _____
2. _____
3. _____
4. _____
5. _____

Dog

1. _____
2. _____
3. _____
4. _____
5. _____

Library

1. _____
2. _____
3. _____
4. _____
5. _____

River

1. _____
2. _____
3. _____
4. _____
5. _____

Teacher

1. _____
2. _____
3. _____
4. _____
5. _____

Building

1. _____
2. _____
3. _____
4. _____
5. _____

Classroom

1. _____
2. _____
3. _____
4. _____
5. _____

Indian

1. _____
2. _____
3. _____
4. _____
5. _____

Rabbit

1. _____
2. _____
3. _____
4. _____
5. _____

Flower

1. _____
2. _____
3. _____
4. _____
5. _____

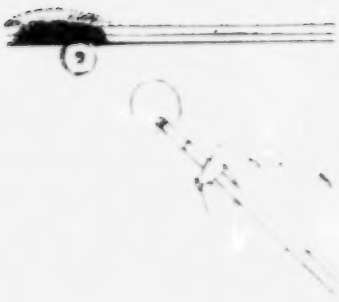
Kiowa Indian

Winding River

Furry Rabbit

Yellow Flower

Nine ball



Public Library

MORE ADJECTIVES

Adjectives are fun words with which to play. They create pictures in the reader's mind. If you don't want to be a boring writer, learn lots of neat adjectives to use in your sentences.

Look at the sentences below. Each sentence is written without adjectives, and then again with adjectives. Think about the picture you get in your head when you read the sentences with adjectives.

Without adjectives

The man ate a potato.

With adjectives

The toothless, old man ate a hot, buttery, baked potato.

Does the second sentence give you a better picture of what is going on?

Without adjectives

The house sat by the road.

With adjectives

The creepy, broken down, old two-story wood house sat by the steep, muddy dirt road.

Can you picture the house in your mind? A good writer helps create a clear picture for the reader.

PRACTICE WITH ADJECTIVES

A blank has been left in front of each noun in the sentences below. Try to think of adjectives which describe each noun. Write one or two adjectives in each blank. Use the adjective word list on page ___ if you get stuck for a word.

1. The _____ dog ran to the _____ boy.

2. The _____ snake sat in the _____ leaves under the _____ tree.

3. The _____ fish swam in the _____ river.

4. The _____ basket sat on the _____ _____ porch.

5. The _____ car was parked in front of the _____garage.

6. The _____ grandmother ate _____ chicken.

7. A _____ teenager danced to the _____ music.

A TON OF ADJECTIVES

FOR YOU TO USE

abandoned	agonizing	agreeable	affectionate
apologetic	arbitrary	attached	automatic
bad	baggy	bald	bare
barren	beautiful	bitter	black
bored	broken	brief	brisk
bronze	burnt	busy	burly
calm	careless	casual	caustic
classic	clinical	cloudy	comfortable
concerned	confident	countless	cranky
crisp	crumbly	crunchy	curious
dainty	damaged	decrepit	defiant
definite	delicious	delightful	despondent
destitute	devious	diabolic	dim
discrete	dowdy	doubtful	dumpy
eager	economical	eligible	eloquent
enchanting	enigmatic	ephemeral	equal
eternal	even	evil	exhausting
facetious	fair	false	fat
fatal	fatuous	feeble	ferocious
fetid	fickle	flat	foggy
fragrant	fractious	fragile	frail
frank	free	fresh	frivolous
gallant	gelatinous	general	gentle
ghoulish	gifted	glib	good
goofy	graphic	grateful	gray
haggard	haphazard	helpless	high-handed
hirsute	horrible	hostile	huge
illegible	illegal	imperative	impetuous
impotent	inane	incessant	indifferent
jaunty	jolly	jovial	juvenile
keen	kind	kinky	kinetic
laconic	lame	lascivious	legible
leisurely	liable	little	loyal
malignant	mammoth	masculine	mature
medium	memorable	mellow	motley
mild	miserable	meticulous	morose

Vocabulary Play

Look up words in the adjective list you don't know from words beginning with "A" through the "d" words. Talk to your teacher about words you aren't sure about.

Look at the nouns below. Find the adjective from the A-D list which best describes each of the nouns. Write it in the blank.

1. a _____ landscape with no trees or grass
2. a _____ cup of coffee
3. a _____ prizefighter
4. a _____ 1956 Chevrolet
5. a _____ party
6. a _____ plot

Use Some More Adjectives

1. Which word in the "A" list would you use to describe your cousin after he spilt a cup of coffee on the Chief?
2. What word in the "A" list might you use to describe a decision your boss made with which you don't agree?
3. What word in the "g" list might be used to describe Santa Claus's stomach?
4. What word in the "d" list might describe someone who wears burlap bags and rope for clothes?
5. What word in the "c" list describes a baby who is awake past nap time?
6. What word in the "m" list describes a dinosaur's size?
7. What word in the "d" list might be used to describe someone who is 115 years old?

SENTENCES WITH ADJECTIVES

Word List

NOUN	library	pencil	flower	student
	women	glass	water	grass
	cat	chair	store	dog
	owl	boy	book	arm
	girl	table	river	baby
	father	mechanic	teacher	fisherman
	singer	student	dancer	fence
	bush	puddle	ground	car
	table			
VERB	dropped	picked	spilled	smelled
	stepped	broke	bit	carried
	drank	read	put	flew
	fixed	swam	took	sat
	leaped	ran	walked	climbed
	jumped			
PREPOSITION	in	under	for	around
	from	on	at	by
	with	over	to	onto
	of			
ARTICLES	a	an	the	
ADJECTIVES	shining	stuffed	yellow	sloppy
	hairy	tall	kind	flat
	broken	large	slow	giant
	sweet	mean	thick	quiet
	rapid	fat	brown	blue
	green	rough	dirty	clean
	slim	green	silly	friendly

Use this pattern when constructing your own sentences:
A + Adj.+ N + V + Prep.+ Adj. + N

Article + Adjective + Noun + Verb + Preposition + Adjective +Noun
Circle the adjectives.

A + Adj. + N + V + Prep. + A + Adj. + N

EXAMPLE: The tall man broke into a big smile.

EXAMPLE: The little baby cried for a big dog.

SENTENCES WITH ADJECTIVES

Use the word list on page 85 to construct your own sentences. Use the pattern: A + N + V + P + A + N.
Add an adjective in front of every noun.
Use this pattern: A + Adj + N + V + Prep + A + Adj + N
(Article + Adjective + Noun + Verb + Preposition + Article + Adjective + Noun)

Circle each adjective in your sentences, and underline each noun.

EXAMPLE: A [dark] cloud floated by the [old] man.

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

Sentence with adjectives

A + Adj + N + V + Prep + A + Adj + N

A dark cloud floated by the old man.

YOU TRY IT

Construct your own sentences using this pattern: A + Adj + N + V + Prep + A + Adj + N (Article + Adjective + Noun + Verb + Preposition + Article + Adjective + Noun), use the word list on page 72 for prepositions. Choose any noun, adjective, and verb to make your own sentences. Circle each adjective in your sentence, and underline each noun.

EXAMPLE: A [black] cat clawed at the [fat] mouse.

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

The black cat clawed at the fat mouse.

ADVERBS

Modify verbs

George read^s silently

How did he read?
Silently.

Silently modifies the verb read.

Adjectives

an <u>exceedingly</u> clean cat

Clean is an adjective describing cat.

<u>Exceedingly</u> is an adverb modifying clean.

How clean?

Exceedingly

The cow moved her tail very quickly.

How quickly did the tail move?
Very

"very" is an adverb modifying the adverb quickly.

ADVERBS

Adverbs tell: how, when, where, how much/to what degree - about verbs, adjectives, or other adverbs.

EXAMPLE: Hummingbird flew rapidly.

How did he fly?
Hummingbird (wa-le-la) flew rapidly.
rapidly = adverb telling "how"

Hummingbird flew very rapidly.
very = adverb telling "to what degree"
To what degree did he fly rapidly?

Hummingbird flew suddenly.
suddenly = adverb telling "when"
When did he fly?

Hummingbird flew southerly.
southerly = adverb telling "where"
Where did he fly?

ADVERBS

EXAMPLE: Hummingbird flew rapidly.
QUESTION: How did he fly.
ANSWER: Rapidly

Rapidly is an adverb answering the question "How?" about the adverb "rapidly" (how rapidly did it fly?)

EXAMPLE: Hummingbird flew.
QUESTION: Flew How?
ANSWER: Suddenly (Hummingbird flew suddenly.)

Suddenly is the adverb answering the question "How?" about the verb "flew".

EXAMPLE: Hummingbird flew.
QUESTION: Flew where?
ANSWER: Southerly (Hummingbird flew southerly.)

Southerly is an adverb answering the question "where?" about the verb flew.

Adverbs

A young girl sang sweetly to the little child.

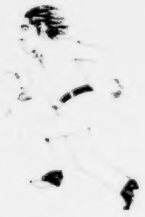
How did she sing?

Sweetly

ADVERBS

Adverbs tell: how, when, where, how much or to what degree, about adverbs, adjectives or other adverbs.

EXAMPLE: John ran.



John ran quickly.
How did John run?
quickly = adverb telling "how" John ran

John ran very quickly.
How quickly did John run?
very = adverb telling "to what degree"
John ran quickly

John ran early.
When did John run?
early = adverb telling "when"

John ran there.
Where did John run?
there = adverb telling "where"

ADVERBS

EXAMPLE: John ran early.
QUESTION: Ran when?
ANSWER: Early

Early is an adverb answering the question "when?" about the verb "ran".

EXAMPLE: John ran there.
QUESTION: Ran where?
ANSWER: There

There is an adverb answering the question "where?" about the verb "ran".

EXAMPLE: John ran very quickly.
QUESTION: How quickly? To what degree? degree?
ANSWER: Very

Very is an adverb answering the question, "to what degree?" about the adverb quickly (how quickly did he run?)

EXAMPLE: John did not run.
QUESTION: to what degree or how much did John run?
ANSWER: John did not run.

Not is a negative adverb which add a "no" answer to the verb.

John ran very quickly.

ADVERBS

Look at the adverbs which are underlined in the sentences below. What question does each answer: How, When, Where, How Much (To What Degree)? Write what question each answers.

EXAMPLE: Hummingbird flew rapidly. How
(Tells "how" he flew)

1. The wild onions grew quickly by the creek bank.

2. Are you leaving soon?

3. The student did well on the test.

4. What an exceptionally pretty dress that is!

5. The cane pole was poorly made.

6. Did you go there?

7. I haven't gone lately.

8. I was too tired.

9. I was very tired!

10. I snored loudly.

11. I snored so loudly, I woke myself up.

12. Stir the egg whites rapidly.

13. Beat the egg whites until they are very stiff.

14. The tread wore too thin on the tires.

15. Whisper softly in my ear.

16. The cat crept quietly towards the mouse.

17. The Illinois River flows lazily through the Oklahoma hills.

19. Don't swing too high!

20. Put it there.

READY FOR A REALLY DIFFICULT TASK? DRAW AN ARROW FROM EACH ADVERB TO THE WORD IT MODIFIES. This is very difficult to do until you have a lot of practice. Don't feel badly if you need help or get confused.

ADVERBS

Word List

hopelessly	laughingly	curiously	anxiously
very	quickly	slowly	softly
lovingly	well	nicely	sweetly
badly	simply	there	kindly
suddenly	totally	happily	shyly
brightly	carefully	quietly	cheerfully

Add an adverb between the noun and verb. Use the word list above for Adverbs.

EXAMPLE: The big dog [carefully] swam across the swift water.

Exercise

1. The car was stuck in the mud.
2. I feel very about my mistake.
3. I made my bed.
4. The tornado turned north.
5. The star shined .
6. Louis stirred the pot.
7. Chooch walked by the sleeping baby.
8. Jerome sat in the corner.
9. The lightning flashed in the sky.
10. Walk by the snake.
11. The answers are correct.
12. Louise sang a song.
13. Gene read a book.
14. Walk across the street.
15. She sews .

YOU TRY IT

Use your sentences on page 88, add an adverb between the noun and verb. Use word list on page 98 for the adverbs and page 72 for the prepositions.

Use this pattern: A + Adj + N + Adv + V + Prep + A + Adj + N (Article + Adjective + Noun + Adverb + Verb + Preposition + Article + Adjective + Noun). Circle the adverbs in your sentences.

EXAMPLE: A young girl [sweetly] sang to the little child.

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

SENTENCE PATTERN FORMULAS

Use these formulas to construct your own sentences.

1. Simple sentence
   A + N + V
   Article + Noun + Verb (predicate)

2. With direct object
   A + N + V + A + N
   Article + Noun + Verb + Article + Noun (direct object)

3. With preposition
   A + N + V + Prep.+ A + N
   Article + Noun + Preposition + Article + Noun

4. With Adjective
   A + Adj.+ N + V + Prep.+ A + Adj.+ n
   Article + Adjective + Noun + Verb + Preposition + Article + Adjective + Noun

5. With Adverb
   A + Adj.+ N + Adv.+ V + Prep.+ A + Adj.+ N
   Article + Adjective + Noun + Adverb + Verb + Preposition + Adverb + Adjective + Noun

REVIEW

Subjects and Predicates

Finding the subject and predicates.

Construct your own sentences using this pattern: A + N + V. Use your own nouns (subjects) and verbs (predicates).

Draw one line under the subject and two lines under the predicate.

EXAMPLE: A baby cried.

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

A baby cried

REVIEW

Subjects and Predicates in questions

Write your own questions then reverse the order of questions to find the subject and predicate. Draw one line under the subject and two lines under the predicate.

EXAMPLE: Where are you going?

you are going where?

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Where are you going?

REVIEW

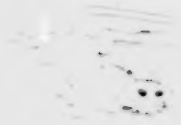
Sentences with Direct Object

Construct your own sentences using this pattern: A + N + V + A + N
Article + Noun (subject) + Verb (predicate) + Article + Noun (direct object). Underline the subject once, the predicate twice and circle the direct object. See page 49 for direct object definition.

EXAMPLE: The cat chased a [mouse].

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____



The cat chased a mouse.

REVIEW

Sentences with Direct Object

Construct your own sentences using this pattern: A + N + V + A + N Article + Noun (subject) + Verb (predicate) + Article + Noun (direct object). Underline the subject once, the predicate twice and circle the direct object. See page 49 for direct object definition.

EXAMPLE: The horse ran a [mile].

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

The horse jumped the fence.

The horse (so-qui-li) ran a mile.

REVIEW

Sentence with Preposition

Construct your own sentences using this pattern: A + N + V + P + A + N. See page 72 for prepositions. Article + Noun + Verb + Preposition + Article + Noun. Underline the prepositions.

EXAMPLE: The lady went <u>into</u> a store.

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

The lady went <u>into</u> a store.

REVIEW

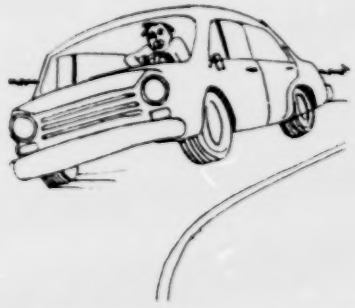
Object of Preposition

Construct your own sentences using this pattern: A + N + V + P + A + N, see page 72 for prepositions. Article + Noun + Verb + Preposition + Article + Noun. Underline the preposition and circle the object of preposition. See page ____ for object of preposition definition.

EXAMPLE: A car skidded around the [curve].

Exercise 32

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____



A car skidded around the curve.

Direct Objects

S + P + D.O. + Prep. + Obj. of Prep
A cow drank water through a straw

REVIEW

Direct Object

Construct your own sentences using this pattern: A + N + V + N + P + A + N, see page 72 for prepositions. Article + Noun + Verb + Noun + Preposition + Article + Noun. See page 49 for Direct Object definition.

S P D.O. PREP OBJ.of PREP

EXAMPLE: A cow drank water (a-ma) through a straw.

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Go back over your sentences, and;

1. Put an "S" over your subject.
2. Put a "P" over each predicate (verb).
3. Put a "D.O." over each direct object.
4. Put "PREP" over each preposition.
5. Put "OBJ.of PREP" over each object of preposition

Direct Objects

Art	+ S	+ V	+ D.O.	+ Prep.	+ Art	+ Obj. Prep
A	boy	cried	tears	for	the	dog.

REVIEW

Direct Object

Construct your own sentences using this pattern: A + N + V + N + P + A + N, see page 72 for preposition. Article + Noun + Verb + Noun + Preposition + Article + Noun. See page 49 for Direct Object definition.

S V D.O. PREP OBJ.PREP.
EXAMPLE: A boy (a-chu-ja) cried tears for the dog.

Exercise 34

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Go back over your sentences, and;

1. Put an "S" over each subject.
2. Put a "P" over each predicate (verb).
3. Put a "D.O." over each direct object.
4. Put "PREP" over each preposition.
5. Put "OBJ.PREP" over each object of preposition.

REVIEW

Adjectives

Construct your own sentences using this pattern: A + Adj.+ N + V + Prep. + A + Adj.+ N (Article + Adjective + Noun + Verb + Preposition + Article + Adjective + Noun). See page 72 for prepositions, and page 83 for adjectives. Circle the adjectives in your sentences.

EXAMPLE: The [tall] boy fell over a [big] dog.

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

The tall boy fell over a big dog.

REVIEW

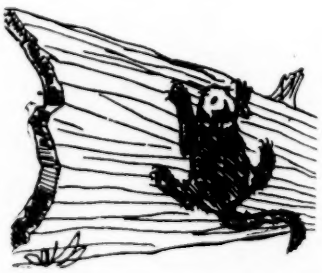
Adjectives

Construct your own sentences using this pattern: A + Adj.+ N + V + Prep.+ A + Adj.+ N (Article + Adjective + Noun + Verb + Preposition + Article + Adjective + Noun). See page 72 for prepositions, and page 83 for adjectives, or use your own adjectives. Circle each adjective in your sentence.

EXAMPLE: The [fuzzy] cat climbed over a [big] log.

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____



The fuzzy cat climbed over a big log.

REVIEW

Adverbs

Construct your own sentences using this pattern: A + Adj.+ N + Adv.+ V + Prep.+ A + Adj. + N (Article + Adjective + Noun + Adverb + Verb + Preposition + Article + Adjective + Noun). See page 98 for adverbs, and page 72 for prepositions. Circle each Adverb.

EXAMPLE: A small dog [quickly] ran under the fluffy bed.

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

A small dog quickly ran under the fluffy bed.

REVIEW

Adverbs

Construct your own sentences using this pattern: A + Adj.+ N + Adv.+ V + Prep.+ A + Adj.+ N (Article + Adjective + Noun + Adverb + Verb + Preposition + Article + Adjective + Noun). Use the word list on page 72 for prepositions. Choose any noun, verb, and adjective to make your own sentences. Circle each adverb in your sentence.

EXAMPLE: A tiny mouse [silently] nibbled on a big crumb.

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

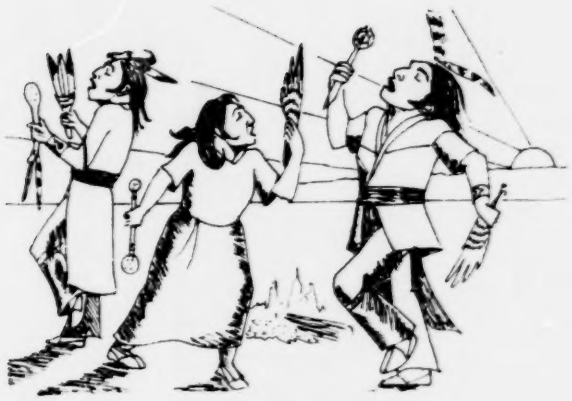
The tiny mouse silently nibbled on a big crumb.

CONJUNCTIONS

Join words together.

Examples:

Grandma and Grandpa



The Cherokees dance and sing until morning.

CONJUNCTIONS

Conjunctions are words that are used to join words or group of words.

Conjunction Word List

although	whether	though	while
unless	and	as	if
or	that	until	but
for	nor	yet	when
than	unless	neither	either

Fill in the blanks with a conjunction.

EXAMPLE: The Chief and Deputy Chief were at the meeting.

Exercise

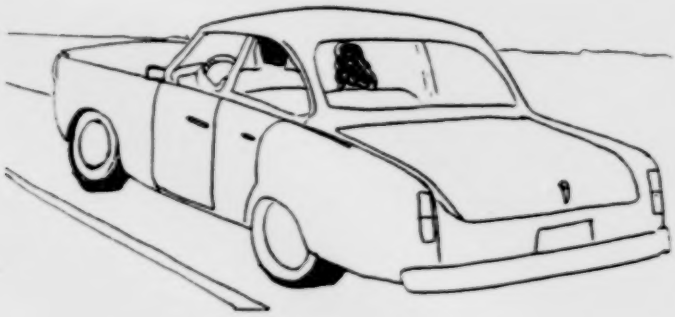
1. Chooch would go he has the flu.
2. I am Creek Choctaw.
3. Take hot dogs hamburgers to the picnic.
4. Do you want coffee tea?
5. Baking takes time it is worth it.
6. You can't leave can you sleep.
7. Hog meat biscuits are good together.
8. We can go to the river swim.
9. Give me your money I'll pull the trigger.
10. I tried to reach it I'm to short.

The Chief and Deputy Chief were at the meeting.

CONJUNCTIONS

Conjunctions join prepositional phrases or prepositions.

EXAMPLE: In the car and down the road.



EXAMPLE: In and out of the car.

CONJUNCTIONS

Conjunctions join adjectives.

EXAMPLE: The kaunuche was bitter and lumpy.

EXAMPLE: The wild onions were tall and slender.

CONJUNCTIONS

Conjunctions join Independent Clauses (Two groups of words which could be two separate sentences).

EXAMPLE: The rain stopped. The sun (nv-do) came out.
The rain stopped and the sun (nv-do came out.

EXAMPLE: Landra ran home. Her husband walked home.
Landra ran home but her husband walked home.

INDEPENDENT CLAUSES

Independent clauses are two short sentences joined by a conjunction.

Conjunction Word List

and	but	or	nor

EXAMPLE: It quit raining, but the sun did not come out.
It did not quit raining, nor did the sun come out.

Independent clauses can stand alone as a sentence when you take out the conjunctions.

EXAMPLE: It quit raining, and the sun came out.
1.) It quit raining.
2.) The sun came out.

Make one sentence out of two by using one of the conjunctions in the box.

1.) a. It started to rain.
b. We still went swimming.
c. It started to rain, _____we still went swimming.

2.) a. You can use a roostertail to catch sand bass.
b. You can use a worm to catch perch.
c. You can use a roostertail to catch sand bass, _____ you can use a worm to catch perch.

3.) a. We did not eat chicken.
b. Did we eat fish?
c. We did not eat chicken, _____ did we eat fish.

It quit raining, but the sun did not come out.

It quit raining, and the sun came out.

BEST COPY AVAILABLE

CLAUSES TO JOIN SENTENCES

Words to introduce clauses or join sentences

when	as	while	though	who
but	that	which	because	

Short, choppy sentences get boring.

Good writing joins some short sentences.

EXAMPLE: (boring): 1. The alarm clock rang at six o'clock.
2. I got up.
(better): When the alarm clock rang at six o'clock, I got up.

EXAMPLE: (boring): 1. The girl wore a red dress (a-sa-no).
2. She ate a Snickers candy bar.
(better): The girl who wore a red dress ate a Snickers candy bar.

(boring): 1. The keys were on the table.
2. They are my mothers.
(better): The keys that were on the table are my mother's.

(boring): 1. We were late.
2. The car broke down.
(better): We were late because the car broke down.

YOU TRY IT

Clauses

Use one of the words in the box to join the two sentences. See page 121.

EXAMPLE: (boring): 1. The rain stopped.
2. I got home.
(better) The rain stopped <u>when</u> I got home.

Exercise 39

(boring) 1. I went to church.
2. I saw a pretty flower.
(better) _____

_____

(boring) 1. Peggy got sick.
2. She felt better the next morning.
(better) _____

_____

(boring) 1. Gary ate lunch.
2. He went to the Sonic Drive In.
(better) _____

_____

(boring) 1. We went to the lake.
2. We ate a picnic lunch and went fishing.
(better) _____

_____

(boring) 1. I saw John.
2. He said hello.
(better) _____

_____

boring

Peggy got sick
She felt better
The next morning

better

Peggy got sick, <u>but</u> felt better the next morning.

JOINING CLAUSES

Word list

when	though	because	while
as	that	which	who
but			

Write two sentences and use one of the words in the box above to join the sentences together.

EXAMPLE: (boring): 1. A church is a place.
2. I go to sing.
(better) A church is a place <u>where</u> I go to sing.

Exercise

(boring) 1. _____

2. _____

(better) _____

_____

(boring) 1. _____

2. _____

(better) _____

_____

(boring) 1. _____

2. _____

(better) _____

_____

(boring) 1. _____

2. _____

(better) _____

_____

A church is a place.
I go to sing.

A church is a place <u>where</u>
I go to sing.

MORE WAYS NOT TO BE BORING

Better Words -- Adjectives

There are lots of words that mean the same thing. Some adjectives are so general that they do not create a clear picture.

Look at the sentence below.

She is a pretty girl woman.

What does pretty mean?

Think of the words that mean pretty, but create a clearer picture.

Pretty = lovely, exquisite, shapely, sleek, gorgeous, trim, handsome, cherry-cheeked, dazzling, sparkling, radiant, magnificent, picturesque, well-composed, swanky

Which words might be used to describe a girl?

_____ _____ _____

_____ _____ _____

Which words would seldom be used to describe a girl?

_____ _____ _____

_____ _____ _____

She is a pretty woman.
She is an elegant woman.

FAT

PLAYING WITH WORDS

Word List
"F A T"

large, big, bulky, ample, massive, stout, plump, lusty, portly, strapping, bouncing, well-fed, chubby, huge, busty, immense, corpulent, fleshy, stalwart, whopping, overgrown, chunky

Look up words you don't know or understand.

Exercise

1. What is the difference between "burly" and "portly"?

2. What two words do you often see used to describe a baby?

   Is it a compliment to use those words to describe a baby?

   It is a compliment to use those words to describe an adult?

   Why or why not?

3. What words might be used to describe a young man, but are not usually used to describe a young woman?

4. What word is used most often to describe an older man?

5. What word would be used to describe a bush but not a person?

6. What word might best describe a big chocolate bar?

PLAYING WITH WORDS

Word List
"M A D"

boiling over, seething, raging, raving, frantic, cross, sulky, acerbic, churlish, testy, waspish, shrewish, angry, quarrelsome, contentious, huffy, pugnacious, irritated

Look up words you don't know or understand.

Exercise

1. What two words might you use to describe someone who was not very mad? _____ _____

2. Which word means that the person is ready to fight?_____

3. What word is most often used to describe a child?_____
   Why? _____

4. Which word is used primarily to describe a woman?_____

5. Which word might you use to describe someone who took offense or was insulted? _____

6. Which word would you use with a person who was yelling?
   _____ _____

Person

Sulky

Person

Raging

BETTER WORDS

Nouns

Word List
"Woman"

matron, dowager, wife, broad, moll, madam, dame, diva, policewoman, postmistress, actress, chairwoman, spinster, amazon, angel, daughter, lady, female, gal, mother, grandmother, Jane Fonda, Margaret Thatcher

Look up words you don't know. Put the words from the box on lines according to whether they are positive (flattering), neutral or negative (insulting/bad).

Exercise

positive	neutral	negative
_____	_____	_____
_____	_____	_____
_____	_____	_____

"Ma "

master, male, yeoman, fellow, guy, bruiser, husband, pop, dad, nephew, grandson, fireman, chairman, rake, geezer, Don Juan, craftsman, gripper, John Ross, Henry Kissenger, Second-storyman

Look up the words you don't know. Put the words in the box under positive, neutral or negative.

Exercise

positive	neutral	negative
_____	_____	_____
_____	_____	_____
_____	_____	_____

BETTER WORDS

Verbs

Word List
"Went"

walked	strode	loped	galloped	rode
drove	slid	flew	slithered	dodged
skipped	rolled	staggered	crawled	raced

Use a better word from the box above to replace the underlined word. Look up words you are not sure of.

EXAMPLE: The man went to the store.
walked

Exercise 45

1. The baby went to the table.

_____

2. The paper went out of the car window.

_____

3. The horse went to the pasture.

_____

4. The barrel went down the hill.

_____

5. The snake went to the tree.

_____

6. The injured man went to the hospital.

_____

7. The bird (ji-sqwa) went south.

_____

BETTER WORDS

Find more specific words to replace the words on the left. Pick words which are clearer or provide the reader with more information.

NOUNS

EXAMPLE:			
Book =	**dictionary**	**novel**	**Gone With the Wind**
Exercise 46			
DOG	_____	_____	_____
COUNTRY	_____	_____	_____
WATER	_____	_____	_____
BUILDING	_____	_____	_____

ADJECTIVES

HAPPY	**giggling**	**smiling**	**grinning**
SAD	_____	_____	_____
UGLY	_____	_____	_____
FAST	_____	_____	_____

VERBS

TRAVEL	**fly**	**drive**	**tour**
WRITE	_____	_____	_____
RUN	_____	_____	_____
LIE DOWN	_____	_____	_____
FIX	_____	_____	_____

PUTTING IT TOGETHER

NOUN 1 List

boy	girl	man	woman	cat	dog	bird	baby

VERB LIST

threw	sang	bit	moved	ate	drove	reached
gave	dropped	hit	broke	took	kissed	shook
scratched						

NOUN 2 List

table	book	store	car	man	girl	tree
glass	song	lake	floor	cat	lamp	rug
apple	building					

ARTICLES

a	an	the

Make sentences with the words in the boxes using this pattern:
Article + Noun 1 + Verb + Article + Noun 2
Underline Noun (subject).

EXAMPLE: **The <u>baby</u> broke the glass.**

Exercise

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

PREPOSITIONAL PHRASES

Preposition Word List

in	out	under	over	by	through	to	of
out of	around	across	at	from	with	for	
on	between	toward	into	onto			

PREPOSITIONAL PHRASE = Preposition + Article + Noun

Add one or more prepositional phrases to each of your sentences from the previous page. Use Preposition + Article + Noun. Circle the prepositional phrases.

EXAMPLE: The baby [in the suit] broke the glass.

Exercise

NOUN SUBSTITUTION

Find a new noun which is more specific or colorful to insert in place of the original nouns in each of your sentences on the preceding page. A noun is a word that names a person, place, or thing. Circle each noun in your sentences.

EXAMPLE: The [baby] in the [suit] broke the [glass].

The [toddler] in the [overalls] broke the [coffee mug].

Exercise 49

Old (1) _____

New _____

Old (2) _____

New _____

Old (3) _____

New _____

Old (4) _____

New _____

Old (5) _____

New _____

Old (6) _____

New _____

Old (7) _____

New _____

Old (8) _____

New _____

VERB SUBSTITUTION

Find new verbs which are more specific to insert in place of the original verbs in each of your sentences on the preceding page. A verb is a word that expresses action or being. Circle each verb in your sentences.

EXAMPLE: The toddler in the overalls [broke] the coffee mug.

The toddler in the overalls [cracked] the coffee mug.

Exercise 50

Old (1) _____

New _____

Old (2) _____

New _____

Old (3) _____

New _____

Old (4) _____

New _____

Old (5) _____

New _____

Old (6) _____

New _____

Old (7) _____

New _____

Old (8) _____

New _____

ADDING ADJECTIVES

Add one or more great adjectives in front of each noun in your sentences. Look for adjectives which give your readers the clearest possible picture of your words. Use sentences on preceding page. An adjective is a word that describes a noun or pronoun. Circle each adjective and underline your noun or pronoun.

EXAMPLE: The toddler in the overalls cracked the coffee mug.

The [chubby], [drooling] toddler in the [blue corduroy] overalls cracked the [pint-sized], [grey], [ceramic] coffee mug.

Exercise 51

ADDING ADVERBS

Add an adverb in front of or behind each verb (depending on where it sounds best) in each of your sentences. An adverb is a word that describes a verb, and adjective, or another adverb, or any adverbs ending in "ly". Circle each adverb in your sentences.

EXAMPLE: **The chubby, drooling toddler in the blue corduroy overalls [quickly] cracked the pint-sized grey ceramic coffee mug.**

Exercise

1. _____
_____
2. _____
_____
3. _____
_____
4. _____
_____
5. _____
_____
6. _____
_____
7. _____
_____
8. _____
_____